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Comprehensive learning in cognitive development

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Abstract---The research began with a bibliographic review to diagnose the integral learning of the elementary school children of the Juan Cruz Aizprúa Educational Unit. A study was carried out on the multiple theories based on the theme of learners' learning, which is reflected in the research carried out. Based on the study of integral learning, it was possible to demonstrate the difficulties that exist in the learners and the problems that this causes in the cognitive development in a general way and in this way to solve this problem. The objective was to determine the integral learning in the cognitive development of the children of elementary basic of the educational unit Juan Cruz Aizprúa. For the development of the inductive-deductive method, the analytical-synthetic and statistical method was applied; in addition to the interview technique that helped to obtain field information to support the criteria of the direct and indirect authors who were objects of study. It was obtained as a result that integral learning has a very high impact on the cognitive development of children which directly affects their teaching-learning process.

Keywords---cognitive development, comprehensive learning, teaching-learning, students.

Introduction

The research was based on determining the comprehensive learning of elementary school children, considering that this is the combination of various elements that stimulate the resources of the human being (conscious mind, unconscious mind, senses, emotions and body) so that you learn easily and achieve greater long-term retention, greater depth of knowledge, greater speed of assimilation, less difficulty

and greater interest. (Medina, Rondon, Palma, Gomes, & Chavez, 2016). In this context, comprehensive learning (Santi-León, 2019) and cognitive development (Piaget, 1976), in students must respond not only to the law that gives the normative tools for their training, which is corroborated in the article 19 of the same, where it is established that an objective of the National Educational Authority is "to design and ensure the mandatory application of a national curriculum (Mineduc 2016), both in public, municipal, private and commission institutions, at its various levels: initial, basic and high school, and modalities: face-to-face, blended and distance learning (Mineduc 2016).

Comprehensive learning happens in people throughout life; strengthens their abilities and skills because of the incidence of environmental, historical, social and cultural elements, this is achieved or enhanced with a social relationship that allows strengthening cognitive, emotional, physical, social and cultural skills and abilities that will make the individual be in more favorable conditions to develop their life (Santi-León, 2019). The study of the subject together with the cognitive development of the students of the Elementary School of the Juan Cruz Aizprúa Educational Unit responds to the need to relate and be an active part of society by formally adapting and integrating into each of its educational activities and work. responsibly since this is stimulated from an early age in a sequential manner, even before birth, this continuous acquisition of capacities is increasing. Therefore, it is a process that helps children adapt to the environment, gradually learning skills. (European Institute of Education, 2019).

Method

To carry out this research, it was necessary to review the literature to learn about the theories of scholars who were interested in this topic and who refer to it in the theoretical framework. The study was aimed at correlational research, which includes those in which it is interested in describing or clarifying the relationships between the most significant variables, using correlation coefficients (Cancela, Cea; Galindo, Valilla, 2019), this consists of evaluating two variables, its purpose being to study the degree of correlation between them (Rus, 2022). The method used was the inductive (Tamayo, 2003), deductive method (Pereda (1987), analytical method (Lopera, Ramírez, Ucaris, & Ortiz, (2010), synthetic method and statistical method.

The techniques that were used allowed to collect information field to support the criteria of the direct and indirect authors who were the objects of study, and which is defined as the ability to use procedures and resources (Gutiérrez, 2002) .The interview was carefully designed for maximum effectiveness taking into account proposed by (Díaz, Torruco, Martínez, & Varela, 2013).In this case, the questionnaire technique was used, which according to (Hernández-Sampieri, Fernández, & Baptista (1991) is perhaps the most used for data collection, and in this way to investigate the pedagogical accompaniment of the family in the creative process of the boys and girls of the elementary school of the Juan Cruz Aizprúa Educational Unit.

In the investigation the object of study were the students before Elementary School of the Juan Cruz Aizprúa Educational Unit. The population in which the

research was carried out was 60 people between parents and teachers of the elementary sublevel and which is defined as the set of all cases that agree with a series of specifications.

Discussion

The results that are shown are the data obtained from the surveys designed to know the difficulties that the students have in relation to the integral learning in the cognitive development of the boys and girls of the Elementary School of the Educational Unit Juan Cruz Aizprúa, managing to have knowledge of the problem presented. Regarding this, Vygotsky indicates that when speaking of comprehensive learning, he refers to the social context that influences learning more than attitudes and beliefs and that has a profound influence on how one thinks and what one thinks about. The context is part of the development process and shapes cognitive processes (Martínez, 2020).

Comprehensive Learning

Over time, Education and its teaching-learning methods have been changing and evolving according to the needs of society or the context. During the 20th century there have been two currents of thought that have prevailed. In the educational theories of the 21st century, the concept of comprehensive learning appears as a more inclusive educational option that significantly collaborates with the development of the human being in a global way, (Iafrancesco, 2005) states that learning is comprehensive when it guarantees in a balanced way the acquisition of knowledge, skills and attitudes for the development of thought, growth and personal self-affirmation, the establishment of relationships with others, with the environment, and their meaning of life. The need to consider more elements than those included so far in the regular educational proposal (referring to the contents) is also highlighted; It is pointed out that comprehensive learning must consider previous knowledge, both (inside and outside the school) and the context of the students as an unavoidable condition in the generation of learning experiences.

According to (Ríos, & Bazán, (2021), comprehensive learning is achieved through the formation of an effective school, that is, an educational center, which sustainably achieves the comprehensive learning of all students, while strengthening its own ability to manage improvement actively considering its context, social, cultural and economic. The literature highlights the importance of considering the school culture, that is, the beliefs, knowledge, trust and values that characterize and summon the members of a community education, as a key resource for the achievement of comprehensive learning. An adequate intervention in the early ages conditions the scope of capacities, skills, competencies, learning, health levels, adaptation, among others, throughout the life cycle

Science posits that the period of early childhood is a time of both great opportunity and considerable risk, and its influence can extend throughout of a life (Jack, 2012). Prompt and adequate stimulation in the first years of life can make important progress in closing the gap between poor and rich children, ensuring that the former enter school (preparatory or initial education) in

conditions similar to those who come from families with better social and economic conditions. It should be understood that comprehensive child development includes physical development, language, cognitive, social, emotional skills, among others, which must be formally developed in our students and in this way obtain optimal school performance, for this it is required social, economic, and political conditions that facilitate adequate health, nutrition, safety, protection, and early learning. In the institutions of Ecuador, importance should be given to matters related to the comprehensive development of students and implement changes based on the difficulties that are evident in the teaching-learning process of students..

Cognitive development

The teaching of the cognitive level is defined by the contents and the level of learning that is intended to be achieved, various authors have investigated this process, a set of transformations that occur in the characteristics and capacities of thinking in the course of life, especially during the development period, by which knowledge and skills to perceive, think, understand and manage reality increase (Cadip, 2019).

For Piaget, cognitive development develops in two ways: the first, the broadest, corresponds to cognitive development itself, as an adaptive process of assimilation and accommodation, which includes biological maturation, experience, social transmission and cognitive balance. The second form of cognitive development is limited to the acquisition of new responses for specific situations or the acquisition of new structures for certain specific mental operations. In addition, it considers that the motivational factors of the cognitive development situation are inherent to the student and are not, therefore, directly manipulable by the teacher.

Cognitive development, in short, occurs from the restructuring of the internal cognitive structures of the learner, of their mental structures and schemes, in such a way that at the end of a learning process new schemes and structures must appear as a new way of learning. Balance. Teaching must be planned to allow the student to manipulate the objects in his environment, transforming them, finding meaning in them, dissociating them, introducing variations in their various aspects, until he is in a position to make logical conclusions.

To verify the purpose of the investigation and show that comprehensive development is of great importance for the cognitive development of students, we applied a questionnaire to have the necessary elements and based on the responses issued by teachers and parents, carry out our analysis. A certain number of teachers were asked about the main problems that they have identified during their teaching performance, relating to the comprehensive learning of their students, the results are reflected in the following table 1.

Table 1. Main problems related to the comprehensive students

Alternatives	Frequency	Percentage (%)
Lack of help at home	13.5	45

No development of tasks	10.8	36
Concern of parents	5.7	19

According to the answers issued, we could observe that 45% answered literal A, demonstrating in In this case, the main problem is the lack of help at home, 36% answered literal B and consider that the main problem they have identified during their teaching performance is the non-development of tasks, and only 19% answered that it is due to the unconcern of the parents, thus demonstrating how relevant the help of parents is to achieve adequate learning. The importance of comprehensive learning in the teaching-learning processes of their students was inquired about, observing the results in table 2

Table 2. Importance of comprehensive learning in the teaching-learning process

Alternatives	Frequency	Percentage (%)
Yes	19.5	65
No	4.5	15
It is irrelevant	3	10
Not much	3	10

In the survey carried out, it was possible to show that 65% answered literal A, thus demonstrating how important comprehensive learning is in the teaching processes of their students, 15% indicated that it is irrelevant, 10% stated that it is not important and 10% think that the comprehensive learning process of their students is not very important. One of the questions was related to the participation of students with low performance problems in the classroom, showing the results can be seen in table 3.

Table 3. Do you promote the participation of students with low performance problems in the classroom

Alternatives	Frequency	Percentage (%)
Totally agree	25.5	85
Agree	3	10
Disagree	1.5	5

As can be seen in literal A, 85% show that they totally agree with promoting student participation with problems of low performance in the classroom, 10% answered option B, while 5% were inclined to disagree with promoting the participation of students in the classroom. Teachers were asked if they had received training on the curricular adaptations that should be made to students with poor school performance, the answers are shown in table 4.

Table 4. Training on curricular adaptations

Alternatives	Frequency	Percentage (%)
Yes	15	50
No	1.5	5
Sometimes	4.5	15
Never	9	30

Most teachers have answered literal A where 50% of teachers answered that they have received training, likewise there was a percentage of 30% answered literal D, 15% answered that sometimes and only 5% answered literal B, showing that 50% of teachers do not know about the subject. There was also a question related to the application of curricular adaptations and their implementation with low-level students, showing the results in table 5.

Table 5. Makes curricular adaptations and puts them into practice

Alternatives	Frequency	Percentage (%)
Yes	19.5	65
No	3	10
Sometimes	4.5	15
Never	3	10

As a result, 65% answered that if they make curricular adaptations and put them into practice, the other 15% said that sometimes, followed by 10% who answered no and finally 10% answered that they never make curricular adaptations and put them into practice with their students with a low level of learning. It was checked if the teachers knew aspects of cognitive development, showing the answers in table 6.

Table 6. knowledge about cognitive development

Alternatives	Frequency	Percentage (%)
Stages that consolidate the innate capacity of the human being	19.5	65
Thinking, reasoning and using mental tools	7.5	25
Curricular adaptations	3	10

As a result, 65% answered that when talking about cognitive development, it refers to the stages that consolidate the innate capacity of the human being, 25% said that it refers to think, reason and use mental tools, followed by 10% who stated that it was about curricular adaptations. Formerly, teaching-learning was based on assumptions and little on skills or knowledge, where the educational process took place repetitively; but with the passing of the years there have been changes in this regard, putting into practice the fact that the student creates his own knowledge based on the observation of his environment. This is why comprehensive learning must include the entire educational process and thus strengthen educational evolution in any school institution.

Attending to cognitive, affective, social and emotional development are basic functions of the family nucleus and of the school; the family has a greater responsibility, since it is there where the child begins to build his personality and acquire habits, values and skills that will be fundamental throughout his life, then when he enters school, that responsibility becomes shared, Although the family continues to have a fundamental weight in the development of the child, it is thus that their school performance continues to be one of the most notorious indicators to evaluate their educational quality, their level of learning as well as their integral development.

The comprehensive learning and cognitive development of the student were analyzed based on the process carried out with parents and teachers; based on the results of the study carried out in this investigation, where an interesting trend was observed in relation to the help that parents gave their children in the teaching-learning process and their level of demand, noting that there is no family support in the development of school tasks, likewise the application of adaptations by teachers in cases that are required is of little relevance since in many cases the processes to be executed are unknown. The questionnaire was applied to 30 actors between parents and teachers, most of them are not clear about the concepts and processes adopted in teaching their children, which means that there is a low school performance of our children (Widana et al., 2020; Rinaritha et al., 2018).

Conclusion

The main problem presented by the students of the educational unit is the lack of help at home, considering that when talking about this topic it refers to the teaching model that has as its characteristic the integration of social, intellectual, professional and human skills in student learning. In the human being, comprehensive learning is achieved through the formation of an effective school, which permanently achieves comprehensive learning for all students, actively considering their context, social, cultural and economic, for which the great importance in the teaching-learning process.

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